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ABSTRACT

The word "patriotism" summons up a wide range of images, but true patriotism goes beyond special occasions and special people. Do young people know what living as a patriot means? What obligations does a citizen owe to the United States? What opportunities does the country give to him or her? The lessons in this booklet can help students learn by studying past U.S. patriots and considering how a person can determine patriotism not only in a time of crisis but in daily life. Students learn: (1) how love of family and homeland encourages patriotism; (2) what the stories of pilgrims, immigrants, slaves, and Native Americans teach about struggle and opportunity; (3) how different heroism is from celebrity; (4) what happens when patriotism is taken to unhealthy extremes; and (5) why every generation of citizens must be vigilant in preserving American freedoms. Following the "Preface" and "Introduction," the booklet is divided into the six chapters: (1) "Love of Family and Country"; (2) "America, the Land of Opportunity"; (3) "A Free Country Is a Rare and Precious Achievement Every Generation Must Sacrifice to Keep It Free"; (4) "Heroes versus Celebrities"; (5) "Lessons from Being United and Divided"; (6) "Healthy and Unhealthy Patriotism"; and "Epilogue." Each chapter contains three lessons. The booklet can be used as a supplement to existing educational curricula. The questions at the end of each lesson can be used as effective starting points for discussion and to check student understanding of content. (BT)

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The Girls and Boys Town Book on Patriotism.

Val J. Peter
Tom Dowd

Father Flanagan's Boys' Home, Boys Town, NE

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For Grades 7-12

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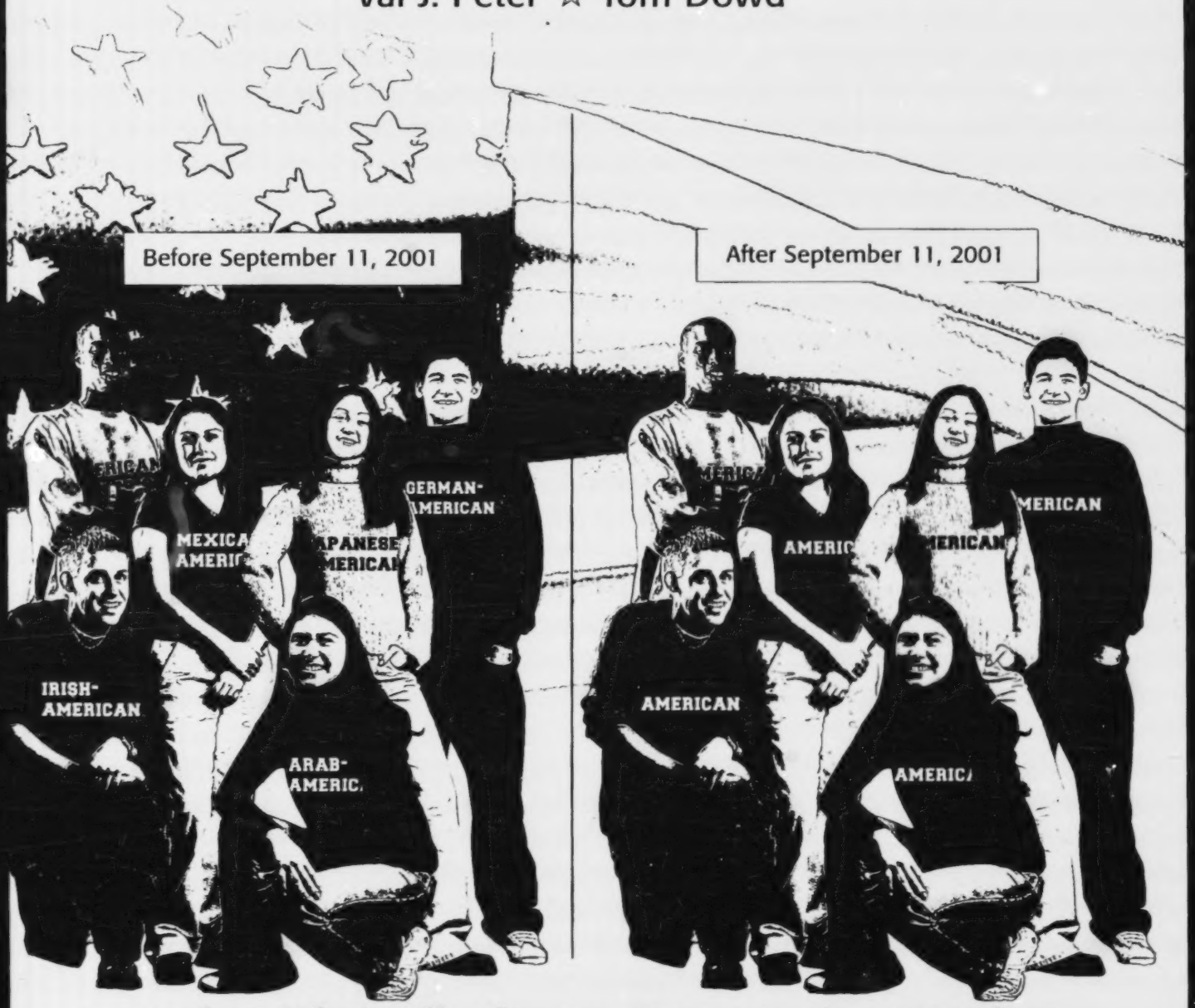
Patriotism

Val J. Peter ☆ Tom Dowd



Learning What Allegiance, Opportunity, Heroism, Freedom, and Sacrifice Mean to Young Americans

The Girls and Boys Town Book on

Patriotism

Val J. Peter ★ Tom Dowd

BOYS TOWN PRESS

BOYS TOWN, NEBRASKA

Dedication

Dedicated to United States Senators Chuck Hagel (R-NE) and John McCain (R-AZ), true American heroes and patriots, whose selfless service to their country is an inspiration to those now on the front lines of the war against terrorism.

"I only regret that I have but one life to lose for my country."

Nathan Hale, September 22, 1776

Girls and Boys Town Book on Patriotism

Published by the Boys Town Press
Father Flanagan's Boys' Home
Boys Town, NE 68010

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Table of Contents

Preface v

Introduction 1

Chapter 1 2
Love of Family and Country

Chapter 2 17
America, the Land of Opportunity

Chapter 3 30
A Free Country Is a Rare and Precious Achievement
Every Generation Must Sacrifice to Keep It Free

Chapter 4 40
Heroes Versus Celebrities

Chapter 5 51
Lessons from Being United and Being Divided

Chapter 6 59
Healthy and Unhealthy Patriotism

Epilogue 72

Preface

This series of lessons on patriotism is written with the hope that boys and girls across America will have the opportunity to learn what it means to be a patriot and to embrace that identity.

Being patriots involves our heads, our hearts, and our hands. Being patriotic means:

- ★ Feeling good about loving your country.
- ★ Knowing your country's history and understanding what heroes are our role models.
- ★ Standing up for our country against false charges leveled against us.
- ★ Remembering our country's greatness, including America's ridding the world of the Nazis and the Communists in the twentieth century, not just for us, but for the whole world.
- ★ Understanding that the business of America is still unfinished. We won a Civil War and a civil rights movement, but we need to win more wars on inequality and poverty, not just for us, but for the whole world.
- ★ Working to rid our country and the world of terrorism.

Patriots come in all sizes, shapes, and colors, from the heroic police officers and firefighters of New York City, to George Washington's Continental Army wintering at Valley Forge, to Lincoln's soldiers singing "The Battle Hymn of the Republic," to the Civil Rights workers singing "We Shall Overcome," to those who died in Flanders Fields, where "the poppies blow between the crosses row on row," to Peace Corps workers. All these patriots let their love for this beloved land shape their lives forever.

God bless America.

Introduction

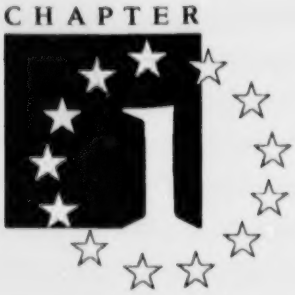
The word "patriotism" summons up a wide range of images. For some, it might be fireworks on the Fourth of July, a young boy's face illuminated by the blossoms of light, a tiny flag in his ice cream-sticky hands. Others may see the face of the aged World War II veteran, standing before the U.S. Marine Corps War Memorial, proudly gazing at the flag as he remembers his fallen comrades.

These are all images of patriotism. But true patriotism goes beyond these special occasions and special people. Every American enjoys what President Franklin D. Roosevelt called "the Four Freedoms:" freedom of speech, freedom of religion, freedom from economic inequality, and freedom from fear. A true patriot builds our Republic every day. Americans are not people who wait for a crisis or a holiday to "become patriotic."

Within these pages is the message that Americans daily have the opportunity and the obligation to build the Union. This is patriotism. For the common good, we must always remember what has come before us and consider what may lie ahead. We must realize that the love we have for our country makes us a free people. This is patriotism.

Note to Educators:

The Girls and Boys Town Book on Patriotism can best be used as a supplement to existing educational curricula, although it may be used independently. We suggest that instructors draw upon their own knowledge of the subject matter to provide contextual background, and incorporate ideas and concepts presented in this book to enhance lessons in civics, history, social studies, and the like. The questions can be used as effective starting points for discussion and to check student understanding of content.



Love of Family and Country

Lesson 1

OBJECTIVE: Students will understand how children learn to love their home and family.

INSTRUCTIONS: Read the following passages about Abraham Lincoln, Cesar Chavez, and Martin Luther King, Jr. As you read, think about what their families taught them that influenced them to become good leaders in our country.

Abraham Lincoln

Abraham Lincoln, the 16th president of the United States and the father of emancipation, was born in a log cabin on February 12, 1809, in Hodgsonville, Kentucky. His parents were pioneers, living in the wilderness. Abe and his older sister, Sarah, learned to play with each other and to help their mother and father survive on the frontier. The family had no modern conveniences; the cabin had a dirt floor, and the only light at night came from a big fire and candles.

When Abe was young, he listened carefully to the conversations of his parents and other adults. Many of those conversations focused on the issue of people owning slaves. Abe's "pappy" thought the idea of slavery was appalling. He felt that no one had the right to own another person because all were equal in the eyes of God.

When Abe's father heard that slavery wasn't allowed farther north in Indiana, he picked up his family and moved there. Young Abe and his father had to work very hard to clear the land and put up a small cabin.

Abe's mother was always quick to tell him that he was a good boy and would be a great man someday. She insisted that he go to school, even though his father thought he should stay home and help on the farm. Abe's mother taught her children to read using the Bible. It was a sad day in 1818 when she called her children to her bedside and told them she was dying. "Be good and kind to your father, to each other,

and to the world," she said. Abe loved his mother very much; he was only 9 when she died.

In 1846, Lincoln wrote a poem entitled "My Childhood Home I See Again." The poem expressed his feelings about the place where he grew up.

My childhood home I see again,
And gladden with the view;
And still as mem'ries crowd my brain,
There's sadness in it too.

The very spot where grew the bread
That formed my bones, I see.
How strange, old field, on thee to tread,
And feel I'm part of thee!

From Selected Writings of Abraham Lincoln
A Bantam Classic Book, 1992

Cesar Chavez

Cesar Chavez was born March 31, 1927, near Yuma, Arizona. He was named after his grandfather, who escaped from servitude on a Mexican ranch and settled in Arizona. Cesar's mother and father worked on the family ranch and owned a store in the Gila Valley. Cesar, his mother and father, and his five siblings lived in a small apartment above the store. Although there was strict discipline in the Chavez home, there was also an abundance of love. Cesar's mother was always ready with a hug and a kiss, and his father with an affectionate tug on the ear. Cesar's love and respect for his parents was the foundation for his future successes as a champion of labor rights.

Cesar found school to be very difficult because he spoke only Spanish at home. Because of the language barrier, he found it easier to learn from his aunts and uncles who spoke Spanish. He also learned a lot from his mother. She taught her children that violence and selfishness were wrong. In the words of Cesar, "We can choose to use our lives for others to bring about a better and more just world for our children... In giving of yourself you will discover a whole new life full of meaning and love."

The Chavez family lost its business and ranch in the 1930s during the Great Depression. Cesar, his parents, and the other children were forced to become part of the migrant community that traveled from farm to farm harvesting fruits and vegetables. The family lived in migrant camps and often slept in the family car.

As an adult, Cesar joined the Navy and fought in World War II because he loved his country. When he returned home, he began to protest the low wages of migrant workers. In 1970, he convinced Robert Kennedy to support his cause and, as a result, fieldwork wages eventually increased.

Martin Luther King, Jr.

Martin Luther King, Jr. was born on January 15, 1929, in Atlanta, Georgia. His father and his grandfather were both ministers of the Ebenezer Baptist Church, and both were involved in early efforts to bring about equality and justice for African Americans.

Young Martin lived with his parents and his brother and sister in a small house near the church. Both of Martin's parents taught their children to treat all people with respect. Raised in a warm, closely-knit family, Martin was heavily influenced by his constant exposure to African-American religious life and his father's involvement in political and social issues. Martin's father worked hard to break down the racial barriers in the area where the family lived. He encouraged African Americans to be peaceful, respectful citizens.

Even when Martin was young, his parents could see his developing love of the Church and the art of preaching. Martin loved his parents very much and often wrote them letters of appreciation for the lessons he had learned from them. He and his father had long conversations about religious and social issues and how to bring about change for the better in the United States. When Martin later decided to enter the ministry, he cited the influence of his father "who set forth a noble example that I didn't mind following."

Martin's parents pushed him to read anything and everything he could. He was especially impressed by Henry David Thoreau's essay "Civil Disobedience," which stated that if enough people would follow their conscience and disobey unjust laws, they could bring about a peaceful revolution. Martin also became an advocate of the idea of nonviolent protests professed by Gandhi. His parents' encouragement to broaden his social consciousness and his mind would have a great impact as he later assumed the role of our nation's greatest civil rights leader.

On April 4, 1968, Martin Luther King, Jr. was felled by an assassin's bullet as he stood on a motel balcony in Memphis, Tennessee. He was laid to rest near the Ebenezer Baptist Church and the home where he learned the valuable principles that guided his life. Today, an area that includes the church, his birthplace, and his burial place is a National Historic Site.

How did the love of their parents and home touch each of these three leaders?

Abraham Lincoln _____

Cesar Chavez _____

Martin Luther King, Jr. _____

Listen and take notes as your teacher shares some things he or she loved about his or her parents and home.

Tell how the love of your parents and home have touched your life. (Your teacher might ask you to share what you have written.)

Lesson 2

OBJECTIVE: Students will understand that most people love their homeland.

INSTRUCTIONS: Read the following passages about Mohandas Gandhi, Joan of Arc, and Winston Churchill. As you read, think about how their love for their countries influenced their actions.

Mohandas K. Gandhi

Mohandas K. Gandhi was born in 1869 to Hindu parents in Western India. As a young man, he studied law in London and became a lawyer. He later moved to southern Africa and worked to improve the rights of the immigrant Indians. In South Africa, he developed his creed of passive resistance against injustice – *satyagraha,* meaning "truth force" – and was frequently jailed as a result of the protests he led.

After seeing the changes that he helped accomplish in South Africa, Gandhi moved back to India, and before long was taking a leadership role in India's fight for independence from Great Britain. He loved his country and wanted her to be free. Fasting soon became his most powerful weapon in bringing about change. In 1922, he was sentenced to six years in prison for his nonviolent protests against British rule in his homeland. While Gandhi sought independence for his country, he was also devoted to making life better for his people. When asked about his desire to help his homeland, he once said: "By patriotism, I mean the welfare of the whole people, and if I could secure it at the hands of the English, I should bow down my head to them."

India gained its independence from Britain in 1947, but the transition was not peaceful. When Muslim and Hindu leaders fought against each other, Gandhi again sacrificed by fasting until the fighting between the factions ceased. In the last two months of his life, Gandhi also fasted to end riots that resulted when the country was divided into Hindu India and Muslim Pakistan. Gandhi wanted all Indians to be able to live together, regardless of religious or cultural differences. A short time later, in 1948, an assassin killed the 78-year-old leader of nonviolent protests as he walked through a crowded garden on his way to conduct a prayer service.

Joan of Arc

Joan of Arc was born in the year 1412 in Domremy, France. As a girl, she helped her father in the fields and learned housekeeping skills and religion from her mother. When she was about 12 years old, Joan began hearing the "voices" of St. Michael, St. Catherine, and St.

Margaret. The voices, which she believed were sent by God, told her it was her divine mission to join the French resistance and free her beloved country, which she loved so much, from English rule. The voices also told her to take up arms in the fight for freedom. Joan's sense of patriotism came as a direct result of her religious convictions; she fought for her country because it was God's will. Joan convinced the Dauphin, the eldest son of the King of France, to support her mission. After passing an exam by a board of theologians, she was given the rank of captain and troops to command.

In battle after battle, Joan and those under her command emerged victorious. Joan's fierce love of country and belief in her divine cause inspired her troops and intimidated her enemies. She sparked French resistance and gave new hope to the French army, which had experienced terrible defeats on the battlefield. In 1429, Charles VII was crowned king of France. Joan was given a place of honor next to the king, and was ennobled for her services to the country.

In 1430, Joan was captured and sold to the English, who handed her over to a court at Rouen. Joan was to be tried for witchcraft and heresy. She was told that it was a crime against God for a person to claim to have heard "voices" when he or she didn't. Joan refused to give in to her accusers, and after a 14-month trial, with no help from King Charles VII, she was found guilty and burned at the stake. She was 19 years old. Later, a second trial was held and Joan was pronounced innocent. She was beatified in 1909 and canonized in 1920.

Sir Winston Churchill

Born in 1874 in Oxfordshire, England, Sir Winston Leonard Spencer Churchill is considered to be one of the greatest orators of the twentieth century. Churchill, whose political career lasted more than 50 years and spanned the reign of six British monarchs, is also considered by some to be the most important political figure of the century. He is noted not only for his stand for freedom of Great Britain and the world, but also for his deep, abiding democratic convictions. In a 1941 address to a Joint Session of the United States Congress, Churchill stated, "I was brought up in my father's house to believe in democracy. Trust the people – that was his message. In my country, as in yours, public men are proud to be the servants of the State and would be ashamed to be its masters."

Churchill began a military career almost immediately after graduation from Sandhurst. He was appointed sub-lieutenant in 1895 and saw battle off and on in a number of British military excursions around the world through 1898. As a journalist in South Africa during the Boer War, he was taken prisoner by Louis Botha, the future prime minister of

the Union of South Africa. Churchill later escaped from prison, and he and Botha became close friends in later years.

In 1898, Churchill took his first steps toward a career in politics, with an unsuccessful bid for a seat in Parliament as a Conservative. He ran again in 1900, this time successfully. In 1904, tiring of differences with his party, he joined the Liberals and cabinet positions followed. In 1911, Churchill became the First Lord of the Admiralty and was put in charge of the British naval fleet. Although the British navy managed to keep the Germans in their own ports during World War I, Churchill was demoted following heavy casualties at the battle of Gallipoli and was sent back to the front lines.

After the war, Churchill was back in office in a variety of government posts. By 1924, he had rejoined the Conservatives but was out of political office. At the outbreak of World War II, and as a result of public pressure, he was reappointed First Lord of the Admiralty. Following Prime Minister Neville Chamberlain's resignation in 1940, Churchill assumed that position, and rallied England to victory with her allies in World War II. His love of England was so great that he helped every citizen rise up and defeat the enemy. Without Churchill, Hitler's Germany would have won the war.

Except for six years following the war, Churchill was Prime Minister of Great Britain until he retired from public life in 1955.

Although Churchill's career was often beset by opposition, his contribution to the good of his country cannot be questioned. In 1953, Churchill was recognized for his lifetime devotion to Britain with an endowment of knighthood. Churchill died in 1965.

How did love of their country help shape the lives of Gandhi, Saint Joan of Arc, and Churchill?

Mohandas Gandhi _____

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Saint Joan of Arc _____

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Sir Winston Churchill _____

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Listen and take notes as your teacher shares with you what he or she does that shows his or her love of our country.

Write down some of the things you love about the United States and what you do to show the love you have. (Your teacher might ask you to share what you have written.)

Lesson 3

OBJECTIVE: Students will understand that love of family and love of country sometimes can go astray.

INSTRUCTIONS: Read the following passages about Adolf Hitler, Joseph Stalin, and Pol Pot. As you read, think about how their love for their countries led them to take actions that were hurtful to the people they led.

Adolf Hitler

Adolf Hitler was born in Austria in 1889. The future dictator and leader of the German Nazi movement first became fascinated with the potential of mass political manipulation as an 8-year-old vagabond wandering the streets of Vienna. In 1913, Hitler first evaded induction into the Austrian army and then failed to pass the physical examination for service. He then volunteered for the German army during World War I and fought with distinction on the Western Front. Although he never rose above the rank of corporal, he received several awards for bravery.

It was after the First World War that Hitler began his rise to power within the German government. He joined the German Workers' Party in 1919 and used his talents for speaking and propaganda to move up the ladder of leadership. By 1921, Hitler was Fuhrer (leader) of the National Socialist German Workers' Party, the official name of the Nazi party. Taking advantage of the terrible economic conditions in Germany following World War I, Hitler's work increased the Nazi party membership to 56,000. Playing on his popularity, he staged the Nazi Beer Hall Putsch of November 8-9, 1923. His efforts to force the conservative-nationalist Bavarian government to join in a march on Berlin failed, however, and Hitler found himself in prison for treason. It was during this time that Hitler outlined his political strategy and tactics in his book, *Mein Kampf*. Hitler blamed the Jews for all of Germany's troubles. He preached that anyone who opposed his plans for the country should be killed. He also made plans to reorganize and strengthen the Nazi party, which had been outlawed and had lost much of its appeal among the people.

A second economic downturn brought on by worldwide depression played right into Hitler's plans for power. In the 1930 elections, the Nazi party polled almost 6.5 million votes and increased its parliamentary representation from 12 to 107 seats. In 1933, German President Hindenburg reluctantly gave Hitler the power to head a coalition government of Nazis, conservative German nationalists, and independents. Hitler's first two years in office were spent consolidating power; with Nazis in key positions, Hitler quickly gained control of vital parts of the government. After forcing Hindenburg to give him emergency powers, he rapidly eliminated his political rivals and soon had all levels of

government under his command. The stage was set for his goal of military conquest and racial domination of Central and Eastern Europe. During the military buildup he orchestrated, Hitler managed to bring some prosperity to Germany, putting some six million people to work in rearmament and building programs.

On September 1, 1939, World War II began with Germany's invasion of Poland. Denmark, Norway, France, and the Low Countries fell before the German war machine soon after. Millions of Jews, labeled by Hitler as Germany's enemies, were rounded up and shipped to concentration camps, where six million would die as part of Hitler's "final solution." He was an atheist and believed the Nordic race was "the master race."

Hitler's major goal was the conquest of Russia and other Eastern European countries. Germany attacked Russian in 1941, and while early advances were successful, German troops eventually were stalled by the severe Russian winter. In 1943, the retreat from Russia began. A year later, the Western Allies began their advance on Germany. Hitler's orders became increasingly erratic and he began to refuse advice from his military counselors. Suspecting treason everywhere, he ordered the mobilization of the entire German nation. As Russian troops marched on Berlin, Hitler took to his underground bunker where he ordered Germany destroyed since it was no longer worthy of him. He committed suicide on April 30, 1945.

In the end, Hitler's hatred and misguided patriotism led to the deaths of more than 20 million people.

Joseph Stalin

The dictator of the Union of Soviet Socialist Republics (USSR), Joseph Stalin was born in 1879 in Gori, Georgia (a state of Russia). After being expelled from the Tiflis Orthodox Theological Seminary, Stalin became an atheist and joined the revolutionary underground; because of this political involvement, he was twice exiled to Siberia. In 1922, he became general secretary of the Communist Party Central Committee. He held other positions at the same time, which allowed him to build up enormous personal power in the party.

In 1924, Stalin began his policy of building socialism and gradually isolated his political rivals. In 1928, he began the collectivization of agriculture and the first five-year plan for the forced industrialization of the economy. It was during this time that he let millions of peasants die as a result of his policies. Between 1934 and 1938, Stalin also purged his party, the government, the armed forces, and the academic and education sector of millions of so-called "enemies of the people" through imprisonment, exile, and execution.

In 1938, Stalin signed a non-aggression pact with Hitler, keeping the Soviets out of World War II for two years. When Germany broke the pact and invaded Russia in 1941, the USSR joined the United States, England, and their Allies, and Stalin assumed the title of generalissimo. His participation in conferences with other Allied leaders in Tehran, Yalta, and Potsdam helped him gain military and political control over the liberated countries of Eastern and Central Europe when the war ended.

From 1945 until his death in 1953, Stalin carried out his repressive measures at home and conducted aggressive foreign policies that contributed to the Cold War between the Soviet Union and the West. During his brutal reign, it is estimated that he was responsible for the deaths of more than 30 million people.

Pol Pot

Cambodian politician and prime minister Pol Pot was born in 1928, under the name Saloth Sar. Educated in the city of Phnom Penh, he was awarded a scholarship to study in Paris. It was there that he became active in the anti-French resistance in Southeast Asia led by Ho Chi Minh. Saloth Sar returned to Phnom Penh in 1954 and continued his efforts to strengthen the Communist Party. He adopted the pseudonym Pol Pot, and in 1976, became leader of the Khmer Rouge guerillas. Their overthrow of the government put Pol Pot in the position of prime minister. His totalitarian regime caused the death, imprisonment, or exile of approximately 1.7 million people – 20 percent of the total population of Cambodia. Under Pol Pot's rule, all foreign languages were banned, the neighboring countries of Laos, Vietnam, and Thailand were attacked, and Cambodia's endangered wildlife was traded to China in exchange for weapons. (Pol Pot's repressive regime, during which hundreds of thousands of Cambodians were murdered, is portrayed in the movie "The Killing Fields.")

Pol Pot was deposed in 1979, but continued to lead the Khmer Rouge forces in the mountains. After his official retirement in 1985, he remained influential for another decade. In 1997, he ordered the executions of his defense minister, his wife, and his nine children. Following these orders, Pol Pot was overthrown and imprisoned by his own Khmer Rouge. The international community was preparing to try him for genocide when he died in 1998.

★ ★ ★

All three of these leaders were atheists. The terrorists today have unhealthy religion as their road to unhealthy patriotism. So terror can come from unhealthy patriotism whether its basis is in religion or atheism.

In what ways did Hitler, Stalin, and Pol Pot allow their love of country to go too far?

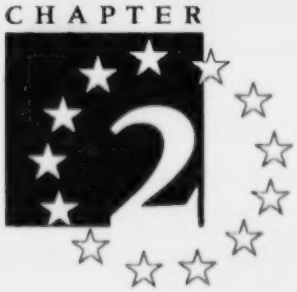
Adolf Hitler

Josef Stalin

Pol Pot

Listen and take notes as your teacher shares ideas on how love of the United States has gone too far in the past or how it could go too far.

What kinds of things might people do that would tell you their love of country had gone too far? (Your teacher might ask you to share what you have written.)



America, the Land of Opportunity

Lesson 1

OBJECTIVE: Students will understand why so many people from all other parts of the world are drawn to the United States as the land of opportunity.

INSTRUCTIONS: Read the following passages. As you read, think about the reasons that brought each person or group to America.

The Pilgrims

In the early years of the seventeenth century, a small number of English Puritans found themselves at odds with the Church of England. These Separatists broke away from the church because they felt it hadn't completed the work of the Reformation. They had committed themselves to a life based on the Bible. Because Church and State were one in England at this time, going against the church was considered an act of treason; this forced the Separatists to leave their country. The group first fled to Amsterdam, but after a time, grew concerned about the influence the Dutch were having on their children. The majority of the Separatists voted to sail on to America, and the group landed there in 1620. These people became known as the Pilgrims. While most came to America because of their religious beliefs, others came because of sympathy for Puritanism and the economic opportunities America held.

The Immigrants

Father Edward Joseph Flanagan

Edward Joseph Flanagan was born near the village of Ballymoe, Ireland, on July 13, 1886. He was a sickly infant and his family believed he would not last through his first night. He survived this challenge, however, as he would others throughout his life.

Because the British occupied Ireland at the time of Flanagan's boyhood, Irish people couldn't own land. Most families were poor, scratching out a meager living as tenant farmers. The prospects of improvement for the next generation were bleak, and many young people began to consider a new home. Nellie Flanagan, Flanagan's eldest sister, was the first of her family to leave for the United States and the promise of a better future. After establishing herself there, Nellie helped to bring her younger brothers Patrick and Edward to New York. The brothers arrived at Ellis Island on August 27, 1904.

Flanagan was ordained a Catholic priest in 1912, and shortly after was assigned as an assistant pastor to Saint Patrick's Church, in Omaha, Nebraska. He later started the Workingmen's Hotel as a shelter for homeless men, but after three years of this work, he realized his real mission was to help young boys before they became homeless men. In 1917, he opened his first home for orphaned and wayward boys. The courts referred many of the first boys to him, while others came in on their own.

Soon, Father Flanagan and his "family" of young men outgrew their house in downtown Omaha. With borrowed money and some convincing talk, the priest moved the home to a farm just outside Omaha and renamed it Overlook Farm. The farm was run like a village, with an open-door policy to all boys, regardless of religion or race. The boys governed the village, and in 1926 voted to change the name to Boys Town. Father Flanagan continued working with troubled youth across the United States and abroad until his death in 1948. Shortly before his passing, Father Flanagan was asked if he was worried about the home going on. He responded: "The work will continue you see, whether I am there or not, because it is God's work, not mine."

Irving Berlin

Composer Irving Berlin was born May 11, 1888, in Belorussia, under the given name of Israel Baline. One of eight children, he and his family emigrated to the United States in 1893 to escape the government-sanctioned massacre of Jewish people in their homeland. Once in New York, Berlin joined a synagogue choir, and at age 14, began singing songs on street corners and in restaurants to help support his family. He wrote the lyrics to his first published song, "Marie from Sunny Italy," in 1907. The song was mistakenly published under the name I. Berlin, and from then on, Israel called himself Irving Berlin.

In 1917, Berlin was drafted into the U.S. Army and was commissioned to write a musical to be performed by Army personnel. Following his discharge in 1919, he formed his own music publishing firm, the Irving Berlin Music Company. In 1939, Berlin's patriotic song "God Bless America," was unofficially adopted as a second national anthem. Berlin

wrote hundreds of other songs, including "This is the Army, Mr. Jones," "I Left My Heart at the Stage Door Canteen," "Any Bonds Today?" "Arms for the Love of America," and "Angels of Mercy," which was a tribute to the American Red Cross.

Eventually establishing himself as one of the most recognized composers of the twentieth century, Berlin never had more than an elementary knowledge of how to read music. He composed by picking out, by ear, notes that a pianist-arranger then wrote down.

Berlin received much recognition for his patriotism, including the Army's Medal of Merit, a Congressional Gold Medal, and the Medal of Freedom. Berlin was as philanthropic as he was prolific, donating millions of dollars during both World Wars. Upon retirement, Berlin presented his piano to the Smithsonian Institution. Shortly before his death in 1989, Berlin was quoted as saying, "I've not done badly for a poor immigrant boy who can't read music."

Adriana

Adriana was born in Cuernavaca, Morelos, Mexico, and now lives in Tarrytown, New York. Born in 1981, she arrived in the United States on July 6, 1996. Adriana's reasons for coming to America are familiar to many of today's immigrants. Adriana's parents divorced and her mother was looking for better opportunities for herself and her children. Jobs in Mexico are few, the pay is low, and many people live far below the poverty line. Although Adriana's family was not poor, they had concerns about safety. Cuernavaca had become a dangerous place to live, with a high crime rate and much violence.

Today, Adriana is happy living in the United States. "There are so many more opportunities for me in America than in Mexico. I'm glad I'm here."

http://teacher.scholastic.com/immigrat/bio/adriana.htm

Different groups of people have come to America and all call it the land of opportunity. What did the term "land of opportunity" mean to the Pilgrims, Father Edward Flanagan, Irving Berlin, and Adriana?

Pilgrims _____

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Father Flanagan _____

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Irving Berlin _____

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Adriana _____

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Listen and take notes as your teacher shares some information about his or her family's personal immigration experience and how America was the land of opportunity for that family.

How is America a land of opportunity for you and your family? (Your teacher might ask you to share what you have written.)

Lesson 2

OBJECTIVE: Students will understand that some people came to America as slaves and that others were Native Americans whose land was taken from them. They also will learn about some of the challenges freedom in America has faced, and the efforts our nation has made over the centuries to ensure that all citizens share equally in its freedoms.

INSTRUCTIONS: As you read the following passages, think about the extraordinary lengths some people went to in order to preserve or gain their freedom.

Harriet Tubman

Harriet Tubman was born in Dorchester County, Maryland, around 1820. Tubman was a slave on a Maryland plantation during her early years, but played many other roles in her lifetime, including spy, nurse, feminist, and social reformer. She would become known as the "Moses of her people," and one of the most famous opponents of slavery in U.S. history.

When Tubman was 15, she suffered a head injury that would cause her to suffer seizures the rest of her life. During her convalescence from the injury, Tubman turned to prayer and began to see visions and hear voices. They warned her of danger and encouraged her to escape to a free state in the North. Having heard rumors that she was to be sold, Tubman escaped to Pennsylvania. She wrote: "I had crossed the line of which I had so long been dreaming. I was free but there was no one to welcome me to the land of freedom." Tubman decided to end her loneliness by freeing the rest of her family. By 1857, her mission was accomplished.

Tubman then decided to continue her work and reached out to any slave who wanted to be free. In time, she would become associated with other anti-slavery activists including John Brown, Susan B. Anthony, and Ralph Waldo Emerson. Her work with William Still resulted in the organization of the "Underground Railroad," which helped more than 300 slaves escape to the North. Her later years were spent helping children and the elderly, and she became a noted figure in the struggle for women's rights. Harriet Tubman died March 10, 1913, but her ideals live on. She will forever be linked to the American vision of freedom.

Red Cloud

Oglala Sioux chief Red Cloud was chosen to lead his people because of his wisdom, strength, and bravery. Red Cloud led and won what became known as "Red Cloud's war," battling U.S. government troops over Indian land from 1865 to 1868. The victory forced the government to destroy its forts along the Bozeman Trail in Montana and to accept the territorial claims of the Sioux by signing the Fort Laramie Treaty. During the remainder of his life, Red Cloud didn't hesitate to criticize the actions of the government, but never again went to war. Despite his peaceful ways, the government removed Red Cloud from his position as chief in 1877, and he and his people were relocated to the Pine Ridge Agency in South Dakota.

Red Cloud represents the unfinished business of America – the Native Americans who still do not totally share in the freedoms all Americans should enjoy. This is part of the unfinished story of the road to freedom in America.

Martin Luther King, Jr.

August 28, 1963, was a high point in the struggle for civil rights in America. It was on this day that Martin Luther King, Jr. spoke to a crowd of more than 200,000 from the steps of the Lincoln Memorial in Washington, D.C. The Baptist preacher drew upon his impressive speaking talents to describe what was – "...the Negro is still not free" – and what should be: "I have a dream my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

In the year following the March on Washington, the civil rights movement achieved two of its greatest successes. First was the ratification of the Twenty-Fourth Amendment, abolishing the poll tax and with it, a barrier to African-American voters in the South. The second success was the passage of the Civil Rights Act of 1964, which prohibited racial discrimination in employment and education and outlawed racial segregation in public facilities.

King was awarded the Nobel Peace Prize in 1964. Four years later, he was killed by an assassin's bullet. The day before his death, King gave his last sermon, explaining: "...Like anybody, I would like to live a long life... But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've seen the Promised Land. I may not get there with you. But I want you to know tonight that we, as a people, will get to the Promised Land."

How was gaining freedom and holding on to it difficult for Harriet Tubman, Red Cloud, and Martin Luther King, Jr.?

Harriet Tubman _____

Red Cloud _____

Martin Luther King, Jr. _____

Listen and take notes while your teacher shares stories of people he or she knows (or has read about) who made a similar journey to freedom.

Why do you think some descendants of slaves see America as the land of opportunity today? (Your teacher might ask you to share what you have written.)

Lesson 3

OBJECTIVE: Students will understand the benefits of living in America and why it is important to love and appreciate America and all it has to offer.

INSTRUCTIONS: As you read through the items below, think about what it is that makes America great. Consider what these documents represent and what they promise to the people of the United States.

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We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.... We, therefore... do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare, that these united colonies are, and of right ought to be free and independent states.... And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes and our sacred honor.

Excerpts from the Declaration of Independence

We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Preamble to the United States Constitution

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal....

The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall

not have died in vain – that this nation under God shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

Excerpts from The Gettysburg Address,
President Abraham Lincoln

The first ten amendments to the Constitution are known as the Bill of Rights. These rights guarantee all Americans freedom of religion, speech, press, petition, and assembly, and freedom of privacy, due process of law, and equality before the law. Later amendments guarantee equal rights for all, regardless of race, color, or creed.

What are the "self-evident" truths the Declaration of Independence is talking about? What does the phrase, "...we mutually pledge our lives, our fortunes and our sacred honor," mean to you?

"self-evident" truths _____

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"...we mutually pledge our lives, our fortunes and our sacred honor" _____

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In the Preamble to the Constitution, what do the phrases "to establish Justice" and "to secure the Blessings of Liberty" mean?

"to establish justice" _____

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"to secure the Blessings of Liberty" _____

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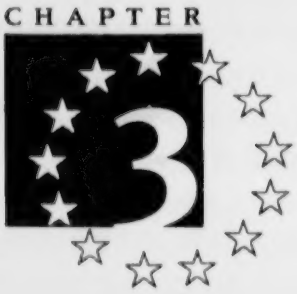
What did Lincoln mean in his Gettysburg Address when he said, "It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced"?

Listen and take notes as your teacher explains his or her answer to each of the previous questions.

How can you preserve the "self-evident" truths presented in the Declaration of Independence? Will you pledge your life, fortune, and sacred honor? (Your teacher might ask you to share what you have written.)



A Free Country Is a Rare and Precious Achievement

Every Generation Must Sacrifice to Keep It Free

Lesson 1

OBJECTIVE: Students will understand the sacrifices that were made during the Revolutionary War and the Civil War.

INSTRUCTIONS: Read the following passages. As you read, think about what these passages have in common. Consider the authors as well as the time and place each was written. Think about the sacrifices being made during the times of these writings and how these sacrifices have benefited our country since.

★ ★ ★

Dear Sir: It is with great reluctance I trouble you on a subject which does not fall within your province... that occasions me more distress than I have felt since the commencement of the war.... I mean the present dreadful situation of the army for want of provisions, and the miserable prospects before us.... It is more alarming than you will probably conceive.... For some days past there has been little less than a famine in camp. A part of the army has been a week without any kind of flesh and the rest for three or four days. Naked and starving as they are, we cannot enough admire the incomparable patience and fidelity of the soldiery....

Excerpts from a letter written by George Washington, while at Valley Forge, to Governor George Clinton, February 16, 1778

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

The Second Inaugural Address of
President Abraham Lincoln
Delivered March 4,1865

In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me;
As He died to make men holy, let us die to make men free,
While God is marching on.

The Battle Hymn of the Republic,
Julia Ward Howe

What kinds of sacrifices did the people of the Revolutionary War and the Civil War make?

Listen and take notes as your teacher shares how he or she has sacrificed for our country.

Write some examples of how you are preparing to sacrifice for your country. (Your teacher might ask you to share what you have written.)

Lesson 2

OBJECTIVE: Students will understand the importance of certain kinds of freedom and how free people must always be vigilant in preserving them.

INSTRUCTIONS: As you read the following excerpts, think about the kinds of sacrifices people made during the World War II to preserve the freedoms described in the speech. Also think about how those sacrifices differed from those of previous wars. Consider sacrifices made by people you know, such as family and friends. How have you benefited from those sacrifices?

★ ★ ★

...As a nation we may take pride in the fact that we are softhearted; but we cannot afford to be soft-headed. We must always be wary of those who with sounding brass and a tinkling cymbal preach the "-ism" of appeasement. We must especially beware of that small group of selfish men who would clip the wings of the American eagle in order to feather their own nests....

...In the future days which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression everywhere in the world.

The second is freedom of every person to worship God in his own way – everywhere in the world.

The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants – everywhere in the world.

The fourth is freedom from fear, which, translated into world terms, means a worldwide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor – anywhere in the world....

...This nation has placed its destiny in the hands, heads and hearts of its millions of free men and women, and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights and keep them. Our strength is our unity of purpose. To that high concept there can be no end save victory.

Excerpts from President Franklin D. Roosevelt's Four Freedoms Address Delivered to the 77th Congress, January 6, 1941

What are the Four Freedoms? How did American soldiers fight for these Freedoms? Did they fight for these Freedoms only for us or for the whole world?

Four Freedoms _____

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How did soldiers fight for them? _____

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Who did the soldiers fight for? _____

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Listen and take notes as your teacher talks about how he or she or his or her family has sacrificed for these Four Freedoms.

How do you plan to sacrifice for these Four Freedoms? (Your teacher might ask you to share what you have written.)

Lesson 3

OBJECTIVE: Students will understand the sacrifices they may be called upon to make.

INSTRUCTIONS: Read the following excerpts and paragraphs. As you read, think about the sacrifices made by the victims of the terrorist attacks in September 2001. Ask yourself if you would be willing to make such a sacrifice.

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...Inside the World Trade Center, one man, who could have saved himself, stayed until the end at the side of his quadriplegic friend....

...Two office workers, finding a disabled stranger, carried her down sixty-eight floors to safety....

They have attacked America because we are freedom's home and defender. And the commitment of our fathers is now the calling of our time....

Comments made by President George W. Bush following the terrorist attacks against the United States

Jeremy Glick, Thomas E. Burnett, Jr., and Todd Beamer were ordinary American citizens onboard a plane for an ordinary flight from Newark, New Jersey, to San Francisco, California. A little more than an hour into the flight, terrorist hijackers commandeered the plane and these three men became heroes. As the pilots and passengers of United Flight 93 became aware of their situation, Glick, Burnett, and Beamer did something so simple and pure it struck at the very heart of Americans everywhere. They called home. Glick and Burnett made direct contact with their loved ones, while Beamer called and spoke at length with GTE operator Lisa Jefferson, leaving a message for his wife, and praying with Jefferson. The three were considering attacking the hijackers. They were aware of the earlier attacks against the World Trade Center towers and realized their own plane had recently changed course. Moments after the phone calls, Flight 93 became the only one of four jets hijacked that day to take no casualties on the ground, crashing instead in a Pennsylvania field. U.S. Sens. Rick Santorum and Arlen Specter, after visiting the crash sight and studying transcripts of the phone calls, recommended the Presidential Medal of Freedom for Glick, Burnett, and Beamer. Evidence shows they and other passengers had fought back against the hijackers, and that the intended target was most likely the United States Capitol.

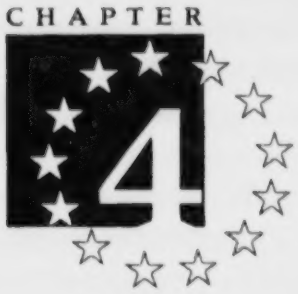
...Our brave New York City firefighters, New York City police officers, Port Authority police officers, EMS workers, health care workers, court officers, and uniformed service members.... They laid down their lives for strangers. They were inspired by their sense of duty and their love for humanity. As they raced into the Twin Towers and the other buildings to save lives, they didn't stop to ask how rich or poor the person was, they didn't stop to ask what religion, what race, what nationality. They just raced in to save their fellow human beings. They are the best example of life that we have in our society....

Comments from New York City Mayor Rudolph W. Giuliani during a Prayer Service for victims of the terrorists attacks, September 23, 2001

Many of the victims of the September 2001 terrorist attacks against the United States knew their deaths were imminent, yet they were able to overcome their fears in order to help others. How hard do you think that was to do? Those who helped others did so because they were not selfish. How does a person become "not selfish"?

Listen and take notes as your teacher talks about who taught him or her to be unselfish.

Write some examples of the sacrifices you would be willing to make in order to benefit others. How are you going to learn to be unselfish? (Your teacher might ask you to share what you have written.)



Heroes Versus Celebrities

Lesson 1

OBJECTIVE: Students will understand that celebrities are not heroes.

INSTRUCTIONS: As you read through the following information, consider the meanings of "celebrity" and "hero." Think about the importance of keeping these two ideas separate and distinct.

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Celebrity: 1. A famous person. 2. Renown; fame.

Hero: 2. A person noted for feats of courage or nobility of purpose, especially one who has risked or sacrificed his or her life.

The American Heritage Dictionary

Forbes magazine and its companion Internet website, Forbes.com, are known for their lists. Among these is the Forbes Celebrity Top 100. Compiling the list was not just a matter of picking favorites. Editors attempted to make the concept of celebrity tangible by rating famous people in 14 different categories, including earnings, website hits, press clips, and magazine covers. They totaled up the scores and gave each celebrity a power ranking. Tops on the list for 2001 was Tom Cruise. Although he was only thirteenth in earnings, his combined scores for the other categories made him the most powerful celebrity in the country.

Rounding out the top ten were Tiger Woods, the Beatles, Britney Spears, Bruce Willis, Michael Jordan, the Backstreet Boys, 'N Sync, Oprah Winfrey, and Mel Gibson. Although Oprah sat at ninth place in the power rankings, she was second in earnings, with $150 million to her credit. First place in earnings went to George Lucas, cashing in at $250 million dollars.

All of the people on this list enjoyed the popularity, wealth, and fame of being a celebrity. Most are easily identifiable because the American public is constantly bombarded with their images and news of their activities on television, in magazines and newspapers, and on movie screens. America's infatuation with celebrities has become a multi-billion dollar industry. But let us resolve never to look upon celebrities as role models or heroes, and never to blur the line between those who are merely famous and those who make a real sacrifice in the name of duty and service.

Celebrities do not risk their lives every day as part of their jobs. Police officers, firefighters, servicemen and servicewomen, and countless others who keep us safe and secure do. By definition, these people are the real heroes who deserve our respect and admiration.

What happens if you make heroes (role models) out of celebrities?

Listen and take notes as your teacher tells you about his or her favorite heroes.

Pick three heroes who are role models you would like to imitate. Explain why you picked these people as your heroes. (Your teacher might ask you to share what you have written.)

Lesson 2

OBJECTIVE: Students will understand what it means to be a true hero.

INSTRUCTIONS: Read the following selections. As you read, consider the characteristics of a hero. Think about what goes into the making of a hero, and whether or not you possess similar qualities.

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At the end of the year 2000, *Time* magazine published a special edition featuring the 100 most influential people of the past century. Scientists, politicians, artists, and even celebrities were featured, along with a section on heroes. Among those listed in the hero category was the American GI. Secretary of State Colin Powell described GIs as, "...the Willies and Joes, the farmer from Iowa and the steelworker from Pittsburgh, ...the wisecracking kid Marine from Brooklyn, ...a black fighter pilot escorting white bomber pilots over Italy and Germany, proving that skin color had nothing to do with skill or courage, ...she was a nurse relieving the agony of a dying teenager.... In this century, hundreds of thousands of GIs died to bring to the beginning of the twenty-first century the victory of democracy.... The volunteer GIs of today stand watch in Korea, the Persian Gulf, Europe, and the dangerous terrain of the Balkans. We must never see them as mere hirelings, off in a corner of our society. They are our best, and we owe them our full support and our sincerest thanks."

Colin Powell, TIME 100

You wouldn't think of someone caught in the middle of the September 11, 2001, terrorist attack on the World Trade Center as blessed, but Ronnie Clifford felt that way. Some called him a hero; he called himself a survivor. Clifford was in the lobby of the Marriott Hotel when the first plane slammed into the first tower. That's when he saw Jennieann Maffeo, her clothes burning onto her skin, and her fingernails melting off. He tried to shield her with his coat and as they lay among the rubble, he kept her talking and praying to keep her from losing consciousness. While she talked, he took notes and was later able to get her to an ambulance and let the paramedics know of her asthma and allergies. Then he left for home and his wife and daughter, who was celebrating her eleventh birthday.

Clifford was blessed in that his life was spared. But upon arriving home, he learned that his sister, Ruth McCourt, and his niece, Juliana, were on the plane that crashed into the second tower. He'd also lost a friend, Paige Farley Hackel, who was on the American Airlines flight that tore into the first tower.

As of October 2, 2001, the official count following the terrorist attacks and collapse of the World Trade Center Towers stood at 343 firefighters missing or dead. Some firehouses lost entire units, while others mourned the losses of a few. Ladder Company 24, Steven Wojciechowski's unit, lost three comrades. "Some of our guys were in the lobby of the building when it started coming down," he recounted. "They were pretty much crawling and scraping for their lives to get out." Also gone from Ladder Company 24 is the Rev. Mychal Judge. Father Mike, a 68-year old Franciscan priest, died in the line of duty. He was giving last rites to a firefighter when he was hit by falling debris. "This is our second family.... Father Mike and all the brothers will be tremendously missed. You can't replace them. But we have to go on and continue to pull guys out of there."

Steve Wojciechowski, www.msnbc.com

A popular song tells us "there's a hero inside you." This means that you can grow in virtue by becoming less selfish and more willing to help others. How does a person become less selfish and more willing to help others?

Listen and take notes as your teacher shares how he or she is working on becoming a hero (becoming less selfish).

Explain how you plan to work on becoming a hero (less selfish). (Your teacher might ask you to share what you have written.)

Lesson 3

OBJECTIVE: Students will recognize and identify with heroes in the service of their country.

INSTRUCTIONS: As you read the following passages, consider what each of these people has in common. You might also think about the character traits of a hero, as discussed in Lesson 2.

The Sullivan Brothers

Between December 1914 and April 1931, Tom and Alleta Sullivan of Waterloo, Iowa, had seven children. Among them were five brothers: George, Francis, Joseph, Madison, and Albert. The Sullivans were a typical Irish-American family of the time. When the United States entered World War II in 1941, the brothers decided to enlist in the Navy, insisting that they be allowed to serve together. The Navy agreed and before long the Sullivans found themselves onboard the cruiser *Juneau*, heading toward Guadalcanal.

The night of November 12, 1942, would be a night of terrible losses for the United States naval forces off Guadalcanal. American ships were engaged in heavy fighting with a Japanese task force. In less than an hour, the battle was over. The Japanese had lost one battleship and two destroyers. Five of thirteen U.S. ships were sunk. The *Juneau* had been hit by a torpedo and was barely afloat. In the light of the morning, the remaining American ships banded together to head back to base. En route, a Japanese submarine fired a torpedo, hitting the *Juneau* near her ammunition supply. It was reported that there were no survivors, and in an effort to prevent further losses, the rest of the U.S. ships continued to their base.

Unfortunately, the report was wrong. At least 80 men had made it into life rafts. The oldest Sullivan brother, George, was one of them. By the time the group was rescued, only 10 men were left alive. The survivors described the incredible suffering of being adrift in the ocean: men died from the heat, burns and wounds, and shark attacks. They became delirious from thirst and hunger. One survivor told how George Sullivan got out of the raft to take a bath. His movement attracted a shark, and that was the last anyone saw of him.

Tom and Alleta knew something was wrong when their sons' letters stopped arriving. Although it was against security for the Navy to reveal the loss of the *Juneau*, the fate of those onboard was soon known, and the "Fighting Sullivan Brothers" became national heroes.

Rosa Parks

Rosa Parks was 42 when she refused to give up her seat on a bus to a white passenger. She claims she was no more tired than usual, and that her feet didn't ache. She said, "I did not get on the bus to get arrested. I got on the bus to go home." Little did she know that her refusal would become a rallying point in the battle for civil rights in the United States.

The law in Montgomery, Alabama, in 1955, as it was in most other cities across the South, was that white citizens rode in the front of the city buses and African Americans rode in the back. If there were more white folks than seats in the front, African-American passengers in the back had to give up their seats. When Parks refused to stand that Thursday in December, she was promptly arrested. Clifford Durr, a white lawyer whose wife had hired Parks as a seamstress, paid her bail. Later that night, Parks and her husband decided to fight Montgomery's segregation laws, and a new era in history had begun.

Following a meeting of the Women's Political Council, some 35,000 handbills were sent to all black schools the next day. The message to parents and their children: Stay off the buses on Monday. And they did. Montgomery's black citizens either walked in the rain or rode one of the black-owned cabs that charged ten cents per person, the same as the standard bus fare.

In the meantime, Rosa Parks went to court. She was convicted and fined. That afternoon, the Montgomery Improvement Association was formed. Elected as president was the minister of the Dexter Avenue Baptist Church, Reverend Martin Luther King, Jr.

On December 21, 1956, Montgomery's public transportation system was legally integrated.

Senator John McCain

You might know John McCain as a United States senator or a one-time presidential candidate. What you might not know is that he was a prisoner of war during the Vietnam conflict.

McCain graduated from the U.S. Naval Academy at Annapolis in 1958 and trained as a Navy pilot. During the Vietnam War, he volunteered for combat service and was soon flying attack planes over North Vietnam. On October 26, 1967, McCain's plane was shot down over the North Vietnamese capital of Hanoi and he was captured. When his captors learned he was the son of a high-ranking U.S. Navy officer, they offered him early release. McCain refused, time and time again. He did not want to violate the military code of conduct or give the Vietnamese

fuel for their propaganda machine. And he did not want special treatment or to leave fellow airmen who were prisoners.

McCain served five years in various prison camps. Three and a half of those years were spent in solitary confinement. McCain and other American POWs suffered endless beatings and torture until their release in March 1973, two months after the U.S. involvement in the war had ended.

With hopes of continuing his naval career, McCain endured nine months of painful rehabilitation. It was clear, however, that his injuries had permanently impaired his ability to fly. McCain's new course would be politics. Among his greater achievements was the passage of the campaign finance reform bill in the spring of 2001.

What traits do the Sullivans, Rosa Parks, and John McCain have in common? Would you consider these traits typical of heroes?

The Sullivans

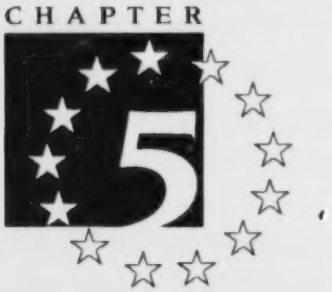
Rosa Parks

John McCain

Listen and take notes as your teacher shares some thoughts about what he or she thinks the Sullivans, Rosa Parks, and John McCain have in common.

Name one person in your family who is growing into a hero. Explain why you picked this person. (Your teacher might ask you to share what you have written.)

CHAPTER



Lessons from Being United and Being Divided

Lesson 1

OBJECTIVE: Students will understand that the United States has not always been unified in matters of war.

INSTRUCTIONS: Read the following passages. As you do, think about the impact a unified country has on its enemies. Also consider the damage that can by done when the country is not unified behind a cause.

A Unified Effort

"Yesterday, December 7, 1941 – a date which will live in infamy – the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.... I believe I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make very certain that this form of treachery shall never endanger us again.... With confidence in our armed forces – with the unbounded determination of our people – we will gain the inevitable triumph – so help us God."

Excerpts from President Franklin D. Roosevelt's Speech Requesting a Declaration of War on Japan, December 8, 1941

"One front and one battle where everyone in the United States – every man, woman, and child – is in action. That front is right here at home, in our daily lives."

President Franklin D. Roosevelt, April, 1942

Following the advice of FDR, everyone in America joined in the war effort. Those who could, enlisted. The rest did their part at home. Women flooded the work force, taking over the jobs that had once been done by the men who were now in training or on the front lines. Families planted Victory Gardens in any and every open space available. People accepted the rationing of meat, sugar, canned goods, shoes, and gas because they knew their boys overseas needed those things more. Even children did their part, saving their money to buy Defense Stamps. When they had enough stamps, they'd trade them in for War Bonds. All of America knew that every little bit helped the cause.

Division and Protest

America's strength in unity took a direct hit in the late 1960s and early 1970s with the U.S. involvement in Vietnam. In August 1968, Jerry Rubin and other anti-war activists held a convention of the "Yippie" Party, or the Youth International Party, across from the site of the National Democratic Convention in Chicago. Members were protesting the war and its support by the top Democratic presidential candidate, Vice President Hubert Humphrey. After Rubin threatened to spike the city's water supply with LSD, Chicago Mayor Richard Daly called out Army troops and National Guardsmen to back up his own police force in an attempt to maintain control. It didn't work. A full-fledged riot broke out and Daly was blamed for inciting his police to violence. On the other side, the Chicago Eight – eight political radicals, including Rubin – were arrested and charged with conspiring to incite violence.

On May 2, 1970, protests of the Vietnam War made headlines again when National Guard troops were called to Kent, Ohio. Students at Kent State University were demonstrating against America's involvement in Vietnam and the U.S. invasion of Cambodia. The students were suppressed without incident, and classes resumed two days later, on May 4. That afternoon, despite a ban on rallies, a crowd of two thousand people assembled in a commons area. Guardsmen ordered the students to disperse and fired tear gas into the crowd. In response, some of the protestors began throwing rocks and verbally harassing the troops. Without warning, twenty-eight Guardsmen fired into the crowd of demonstrators. When it was over, four students were dead, eight were injured, and one was permanently paralyzed. After a criminal investigation, all charges against the Ohio National Guardsmen were dropped.

What parts of America were united in World War II and what parts were divided during the Vietnam War?

Do you think it was fair that more poor minority kids served (and died) in the Vietnam War than anyone else? How does the makeup of the American armed forces today tell you that America has become a fairer place for all citizens? (See Lesson 2 in Chapter 2 "America, the Land of Opportunity.")

Listen and take notes as your teacher shares his or her thoughts on how each and every American can be united in the war on terrorism today.

What might happen to us if we are not united in our war on terrorism? (Your teacher might ask you to share what you have written.)

Lesson 2

OBJECTIVE: Students will understand that often, when a group is attacked, its unity is strengthened.

INSTRUCTIONS: Read through the following passages. As you read, consider the importance of a unified nation in times of crisis. Think about the things you could do to show you are aligned with the unity of the country.

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"Today, our fellow citizens, our way of life, our very freedom, came under attack in a series of deliberate and deadly terrorist acts.... A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shattered steel, but they cannot dent the steel of America's resolve.... Today, our nation saw evil, the very worst of human nature. And we responded with the best of America – with the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could."

Excerpts from President George W. Bush's Address to the Nation, September 11, 2001

"That spirit of unity, and of resolve, will characterize America's response to this cowardly, barbaric assault. Congress will stand united – Democrats and Republicans together – to do all we can to help the victims of this despicable act of terror, and to safeguard the liberty and security of all Americans. And we will stand together – as Americans regardless of our political affiliation – to find those responsible for these despicable acts of terrorism.... We will continue to be united when we respond to the evil of terrorism with the full force of the United States government and the American people."

Excerpts from Joint Congressional Resolution Rep. Martin Frost (Texas), September 12, 2001

In the days and weeks following the terrorist attacks against the United States, thousands of stories about what ordinary Americans were doing to show support were reported. Initially, people showed up at the site of the attacks in New York and Washington, D.C., to help in the rescue efforts. Others lined up for blocks outside Red Cross blood donation sites across the country, waiting for their turn to contribute. Media outlets continually ran updates on where to send assistance, be it clothes for those left homeless or money to help the children of the rescue workers

who died trying to save others. Celebrities pledged millions of dollars and signed up for dozens of benefit concerts. Even children pitched in, taking up collections in schools and clubs. And one little girl in Nebraska was busy making flag pins to hand out to anyone, free for the asking.

Why is it important to have a unified country in this time of crisis today? Is it possible to unite a country that is divided?

Listen and take notes as your teacher shares some of his or her thoughts on the importance of our country being united today.

What are some skills to work on if you are to be united with others in our war on terrorism? (Your teacher might ask you to share what you have written.)

CHAPTER

Healthy and Unhealthy Patriotism

Lesson 1

OBJECTIVE: Students will understand that patriotism is a powerful force that can be used for good or evil.

INSTRUCTIONS: As you read the following passages, think about the definition of patriotism. Consider how the Japanese kamikaze pilots of World War II and the terrorists who hijacked airliners on Sept. 11, 2001, are alike and different, and whether or not what someone considers to be a righteous cause can be justification for an evil act.

PATRIOTISM: Love of and devotion to one's country.

The American Heritage Dictionary

Japanese Kamikaze Pilots of World War II

According to legend, a thirteenth century Mongol emperor was readying his fleet for an invasion of Japan when a typhoon arose outside Tokyo Bay. As a result of the storm, most of the ships in the fleet either sank or were blown back to China. The Japanese believed the storm was sent by the gods and named it the "Divine Wind," which in Japanese is "kamikaze."

Some seven centuries later, the Divine Wind was called upon again to save the Japanese homeland. Toward the end of World War II, Vice Admiral Takajiro Onishi announced the use of special tactics to give Japan an edge in the Pacific against Allied forces that were rapidly closing in. As members of the newly formed Kamikaze Special Attack Corps, pilots were trained to intentionally crash their planes loaded with bombs into American ships.

Before 1944, Japanese naval law forbade missions in which pilots or sailors had no chance of survival. The kamikazes became the first modern Japanese to be taught to actually seek death in battle. The pilots were not afraid, and wore the hachimake – the samurai headband – to

symbolize courage and calm. Trained to believe their attacks would inflict maximum destruction on the enemy, the kamikazes were mostly young and inexperienced pilots. They were taught to believe in "The Path of Eternal Duty" – the idea that family and individuals should be willing to give their lives for the preservation of the Japanese Empire. The kamikazes followed the ancient code of the bushido warrior. They were prepared to die for the Emperor and believed that dying was a patriotic duty that would allow them to go to heaven.

Vice Admiral Onishi told these pilots they were "already gods without earthly desires." Kamikaze attacks took their toll on American and other Allied ships from the Philippines to Okinawa. In the end, however, the kamikazes did little to change the outcome of the war. Onishi fell into disgrace, and on August 15, 1945, the day the Emperor of Japan announced his decision to surrender, Onishi committed hara kiri, the ritual suicide of the Japanese warrior.

The September 11 Terrorist Attacks

The kamikaze was a prime example of how patriotism can go to unhealthy and dangerous extremes. Just as patriotism can be healthy or unhealthy, so too can religion. Unhealthy and dangerous religious beliefs were evident on September 11, 2001, when Muslim extremists launched terror attacks on the United States. On that day, groups of terrorists hijacked four United States airliners, flew two of them into New York's World Trade Center Towers, crashed the third into the Pentagon in Washington, D.C., and brought down the fourth in a field in Pennsylvania. The fourth plane is believed to have been headed for another target in Washington, possibly the U.S. Capitol building.

Extremist Muslims believe that dying for Allah is an honor achieved by only the elite of the Islamic faith. It should be noted that the vast majority of Muslims see Islam as peaceful and compassionate. They see these Islamic extremists as a very unhealthy fringe of Islam. Christianity in America has a very unhealthy fringe called the Ku Klux Klan. Jewism has unhealthy fringes, too. All religions and philosophies (including atheism) have very unhealthy fringes.

The mastermind behind the September 11 terrorist attacks and others in past years was Osama bin Laden. In 1998, bin Laden issued this *fatwa*, or ruling, against American civilians: "The ruling to kill the Americans and their allies – civilians and military – is an individual duty for every Muslim who can do it in any country in which it is possible to do it, in order to liberate the al-Aqsa Mosque (of Jerusalem) and the Holy Mosque (of Mecca) from their grip, and in order for their armies to move out of all the lands of Islam. We – with God's help – call on every Muslim who believes in God and wishes to be rewarded to comply with

God's order to kill the Americans and plunder their money wherever and whenever they find it."

Healthy religion looks to union with God and with our fellow human beings as its goal. Unhealthy religion seeks division, not union. It sets people apart by claiming one group is more deserving of God's love than another, or that one group is more righteous than another. Healthy patriotism cannot exist in an environment of unhealthy religion. Healthy patriotism needs healthy religion to achieve freedom for all peoples.

How do the beliefs and actions of the kamikaze pilots relate to the definition of unhealthy patriotism?

How do the beliefs and actions of the terrorist hijackers relate to the definitions of unhealthy religion?

Listen and take notes as your teacher shares his or her thoughts on using the idea of patriotism to justify very unhealthy religious beliefs.

What is healthy religion? What is unhealthy religion? What is healthy patriotism? What is unhealthy patriotism? (Your teacher might ask you to share what you have written.)

Healthy religion _____

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Unhealthy religion _____

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Healthy patriotism _____

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Unhealthy patriotism _____

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Lesson 2

OBJECTIVE: Students will understand that patriotism is at its best when it moves us to give and not just take, and when it moves us to serve our brothers and sisters.

INSTRUCTIONS: Read through the following information. As you read, think about how love of family, love of country, and love of God all are connected.

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"In God We Trust"

Motto of the United States of America

"I know not what course others may take; but as for me, give me liberty or give me death!"

Patrick Henry

"I only regret that I have but one life to lose for my country."

Nathan Hale

"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation, under God, indivisible, with liberty and justice for all."

The Pledge of Allegiance, Francis Bellamy

"And so, my fellow Americans, ask not what your country can do for you – ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man."

President John F. Kennedy

"Breathes there the man, with soul so dead,
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burned
As home his footsteps he hath turned
From wandering on a foreign strand?"

If such there breathe go, mark him well.
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim,
Despite these titles, power and pelf,
The wretch, concentred all in self,
Living, shall forfeit fair renown,
And doubly dying, shall go down
To the vile dust, from whence he sprung,
Unwept, unhonoured, and unsung.

"Lay of the Last Minstrel"
By Sir Walter Scott

Quoted in "The Man Without a Country"
By Edward Everett Hale

Explain what the motto, "In God We Trust," means to you.

Explain who Patrick Henry was and why he said what he said.

Explain who Nathan Hale was and why he said what he said.

What does it mean to "pledge allegiance"?

What did John F. Kennedy do for his country during World War II?

What does the poem from the story, "The Man Without a Country," mean to you?

Listen and take notes as your teacher shares his or her ideas about how the love of family, country, and God are connected.

Write a statement that shows how you plan to pledge your allegiance to the United States and ask what you can do for your country. (Your teacher might ask you to share what you have written.)

Lesson 3

OBJECTIVE: Students will understand why people from all parts of the world continue to come to the United States.

INSTRUCTIONS: As you read the following passage, think back to Chapter 2, "America, Land of Opportunity." Think about why people come to America.

The Refugees of South Vietnam

In the early 1970s, there were fewer than 15,000 Vietnamese in the United States. Following the fall of the South Vietnamese capitol of Saigon to Communist forces in 1975, which ended the Vietnam War, the Vietnamese population in America exploded. Vietnamese refugees came to the United States for many reasons, but mainly they came for the freedom that no longer existed in their homeland under the repressive Communist regime. They were searching for freedom to discuss and criticize, freedom to worship as they please, freedom to earn a decent living, and freedom to live under a just and fair government. Thousands upon thousands risked their lives to get to "the land of the free."

The story of the Vietnamese exodus following the war is one of courage and determination. Refugees escaped by land, sea, and air. Some trekked hundreds of miles to neighboring countries, with little food and supplies and no reassurance that they would survive. About 140,000 were flown out of Vietnam by the United States government in 1975 so they could start new lives in America. Others escaped their homeland on leaky, rickety boats, either reaching the shores of friendly neighboring countries or being picked up by sympathetic ships. Thousands spent years in Asian refugee camps before they received permission to emigrate to the United States. No matter how they left Vietnam, the ultimate destination for most was America.

Thinh Nguyen is one of those fortunate thousands who made it. Thinh fled Vietnam with his family in 1975. When he and his relatives eventually reached the United States, they had $75. Today, Thinh is living the American dream in San Jose, California. A Silicon Valley businessman, he works for months at a time without a day off and doesn't complain. His hard work and determination to succeed has paid off; the man whose family came to America with just $75 is now a millionaire.

Another refugee, Duy Tran, spent eight years in a refugee camp in Kuala Lumpur before making it to the United States. Today, he works as a receptionist by day and attends college at night at a Huntington Beach, California community college. Duy says that when he dreams in English, he wakes up smiling. "All I ever wanted was freedom," he says.

Not like the brazen giant of Greek fame
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows worldwide welcome; her mild eyes command
The air-bridged harbor that twin cities frame,
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

The New Colossus, by Emma Lazarus, 1883
This poem is engraved on a tablet within the pedestal of the Statue of Liberty

All immigrants, upon becoming American citizens, take this *Oath of Allegiance to the United States of America:*

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.

What are some of the reasons people have for wanting to come to America?

Listen and take notes as your teacher shares why his or her ancestors came to America.

Do you know why and how your ancestors came to America? (If necessary, check at home before responding.)

Do you know anyone who is very proud of becoming an American citizen? Write about this person. (Your teacher might ask you to share what you have written.)

Epilogue

President George Bush asked all the children of America to send to the White House one dollar for the poor children of Afghanistan. We are sharing with you in this epilogue some of the letters that the children of Girls and Boys Town wrote to the President. They demonstrate a new kind of patriotism.

My country, 'tis of thee,
Sweet Land of Liberty
Of thee I sing;
Land where my fathers died,
Land of the Pilgrim's pride!
From ev'ry mountainside
Let Freedom ring!

★ ★ ★

October 14, 2001

Dear President Bush,

I am an 11th grader at Girls and Boys Town. I heard about the foundation that you opened on Thursday. I would like to sacrifice some of the money I have been blessed with so that it might be able to help a child in Afghanistan. I hope that it will be able to make a difference in what we are trying to do for the Afghanistan nation.

All of these events that have happened in the last couple of months have really awakened me. Before I came to Girls and Boys Town, I was one of those freak anarchists. And now I want to enlist in the Armed Forces. I am actually willing to die for a cause that helps the whole world... not just myself. I don't even know if you are going to be reading this. But if you do, I want you to know that the youth of America have changed because of these events and we are here for our nation now.

Sincerely,
Simon

Dear President Bush,

I am Marcus, a 15-year-old high school student in Boys Town, Nebraska. I would like to thank you for making the decision to go after Osama bin Laden. The crash that happened on September 11, 2001, did a good thing to me and maybe to all of us because it taught us a lesson that we should stand up and be united together. It taught us to stand up to the terrorist who is hiding in Afghanistan right now. So I am giving this money to you for the poor and the needy that are living on the streets of Afghanistan. We Americans need to start thinking about helping each other in every way we can.

Sincerely,
Marcus

★ ★ ★

Dear President Bush,

This is Rebecca. I am going to enclose $3.00 for food for the Afghanistan children. It is a wonderful idea to help them out.

I am a youth here at Girls and Boys Town. I can remember how selfish I was before all of this happened on September 11. I am just so disappointed in myself that I did not take the time to realize there are people out there who are going hungry and how I wasted so much food or said that the food was not good enough.

I realize now when I sit down to dinner that there are kids out there who don't even get enough to eat. I let the other girls in my house know this. I am now proud to live in America. I just want to thank you and I want to encourage you to stay strong and stay focused. Thank you for your time.

Sincerely,
Rebecca

★ ★ ★

Dear President Bush,

My name is Eric. I am in the 10th grade at Girls and Boys Town. After this tragedy, I have started praying. I am praying and doing all I can to help everyone hurt by the terrorist attack. The families in the tragedy, I am praying for, but also all those who died in it or lost someone in it. I am also praying for you, Mr. President, to make very wise and respectful decisions. I am praying for all the people in Afghanistan who are

stuck in the middle of this terrible war. After I heard you say we children should give some money to help the children there, I offered to give.

Sincerely,
Eric

P. S. Don't mess with America.

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Dear Mr. President,

My name is Aaron from Girls and Boys Town. I am 16 years old and in the 10th grade.

I made some very poor choices in my life. But here, I have turned myself around and since September 11, I want to help this world by giving to others.

I understand there are a lot of people over in Afghanistan who are hurting for food. I am glad to help. It is the government we are having trouble with so why make it hard for the little children? As I watched video on the children, I could see in their eyes they are hurting and they need some kind of help. The poor people of Afghanistan deserve a lot more than they get.

Just because one part of their country wants to fight us does not mean that we should fight with all of them, including the women and children. I know that some of them do not want our food or money or anything we give them. But that doesn't mean that all of them reject our kindness. It doesn't mean all don't want it. We need to start thinking about all the good people and not just about the ones who want to fight with us. Just think about all the people that need that food. We need to be givers just like Father Peter said to all of us kids here at Girls and Boys Town. We are trying our best since September 11 to help anyone in need with food or money. I have said the rosary for the whole world and for anyone who can't say it and is having hard times. I think everyone should take time to pray for anyone who is in trouble in this life and for all the people that are still in shock from the New York accident. We need to thank God for the good things that He has done.

Sincerely,
Aaron

★ ★ ★

Dear Mr. President,

I am glad you are taking steps to help the children of Afghanistan. My teacher showed us a video about the Taliban and it made me realize how people can use religion for bad purposes. The members of bin Laden's group are sick, twisted people. They twist their religion in a way not unlike how James Jones or David Koresh twisted their religion.... This sickens not only us, but also members of the Islamic religion who don't share their extreme beliefs. I am 16. I know the difference between right and wrong. I know that what Osama bin Laden did is very wrong. I have donated money to help the families here and the children in Afghanistan. I refuse to be indifferent when it comes to terrorism. I will not permit it to continue. I will help in any way I can.

Sincerely,
Noah

★ ★ ★

Dear President Bush,

I am in the 9th grade. I am from Girls and Boys Town. I watched on T.V. the terrible catastrophe in New York and Washington. I am very troubled by all the lives that were taken... the poor people working in the Twin Towers.

Since September 11, we have been so worried about what's going to happen to America. I hope that mayhem like this does not happen again. Since September 11, I have been so terrified of the massive explosion and people getting crushed by the falling pieces from the building.

I think you and the rest of the government are doing a great job of making the right decisions and not just saying let's go over and bomb everybody. I admire your love for the USA.

The news reporters and all the people who made it possible to watch the tragic scene did us a service. The firemen did a great job of risking their lives to save others. We need to honor them for their wonderful courage and loyalty to the Lord's people. The soldiers who died in the Pentagon for the greediness of someone need to be seen as heroes. I hope your jurisdiction will lead us in the right path.

My heart is with the children and the ones who have lost their parents, brothers, sisters and cousins. That is a pain to hear on the news and on television that your father or mother has died in such a horrible way. I feel the pain of the people because I have lost loved ones myself. It is very, very hard, especially when you are very close to them. I feel the

emotions for the people in America and my fellow citizens who struggle to make it through the tragedy. I have the passion to do the right thing now and go with my people to help them wherever it may be. God bless America and President Bush.

Sincerely,
Bar-Quinen

★ ★ ★

Dear President Bush,

My name is Yasiim. I am 14 years old. I would like to thank you for making a decision to go after Osama bin Laden. The crash that happened on September 11, 2001, had a good result for us because it taught me and all of us a lesson that we should stand up and be united together. We should stand up to the terrorist that is hiding in Afghanistan right now. I am giving money to help the poor and needy living on the streets of Afghanistan. It is important for all Americans to know we need to start thinking about helping each other in every way we can.

Sincerely,
Yasiim

★ ★ ★

To the Children of Afghanistan,

I am a 10th grade student at Boys Town High School. I like sports, cross-country and basketball. I hope you children will accept money from us children in America to help you out. Please don't become upset at us. Neither the children of America nor the children of Afghanistan have anything to do with the trouble today. We are simply children. I hope one day you can come to America and see for yourself who we really are.

With much love,
Christine

Patriotism: The Opportunity and the Obligation

"Since September 11, an entire generation of young Americans has gained new understanding of the value of freedom, and its cost in duty and in sacrifice ...Americans are asking: What is expected of us?...I ask you to be calm and resolute, even in the face of a continuing threat. I ask you to uphold the values of America, and remember why so many have come here. We are in a fight for our principles, and our first responsibility is to live by them."

President George W. Bush

☆☆☆

"Our nation's most enduring legacy is that each generation of Americans has left this country better than they found it. Tomorrow's leaders must understand the value and responsibility of this legacy. This book is a creative and thoughtful work that will help our nation's teachers instill that understanding in our young people. Val Peter is a humanitarian and educator of immense proportions... and an authentic American patriot."

U.S. Senator Chuck Hagel

☆☆☆

As a young American, do you know what living as a patriot means? What obligations do you owe this country because of your citizenship? What opportunities does it give you?

The lessons in this booklet can help you learn by studying past American patriots and considering how you can demonstrate patriotism not only in a time of crisis but in your daily life. Within these pages, you will learn:

- ☆ How love of family and homeland encourages patriotism
- ☆ What the stories of Pilgrims, immigrants, slaves, and Native Americans teach us about struggle and opportunity
- ☆ How different heroism is from celebrity
- ☆ What happens when patriotism is taken to unhealthy extremes
- ☆ Why every generation of citizens must be vigilant in preserving American freedoms

Armed with this understanding, you and all young people can approach the future with confidence and a clear sense of purpose - knowing how you can contribute to the Union and to the common good.

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The Original Father
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